

Arden Elementary

1300 Ashley Street
Columbia, South Carolina 29203

Grades	PK-5 Elementary School	
Enrollment	363 Students	
Principal	Dr. M. Diane James	803-735-3400
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	20	73	39

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 11 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Good	Yes
2005	Below Average	Below Average	Yes
2006	Below Average	Unsatisfactory	No

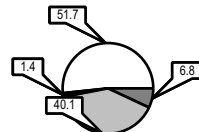
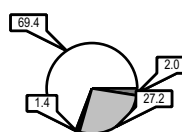
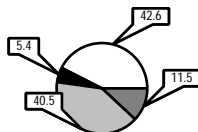
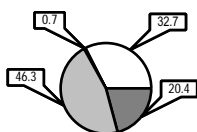
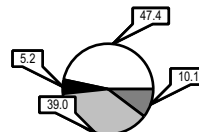
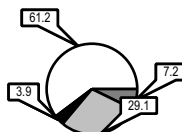
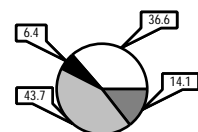
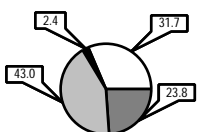
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	172	100.0	34.4	45.0	19.9	0.7	29.8	Yes	Yes
Gender									
Male	97	100.0	38.6	45.8	14.5	1.2	24.1	N/A	N/A
Female	75	100.0	29.4	44.1	26.5	0.0	36.8	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	144	100.0	30.5	49.2	19.5	0.8	29.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	22	100.0	50.0	27.8	22.2	0.0	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	151	100.0	30.0	46.9	22.3	0.8	33.1	N/A	N/A
Disabled	21	100.0	61.9	33.3	4.8	0.0	9.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	172	100.0	34.4	45.0	19.9	0.7	29.8	N/A	N/A
English Proficiency									
Limited English Proficient	22	100.0	57.9	21.1	21.1	0.0	31.6	I/S	I/S
Non-Limited English Proficient	150	100.0	31.1	48.5	19.7	0.8	29.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	148	100.0	36.9	46.2	16.2	0.8	25.4	Yes	Yes
Full-pay meals	24	100.0	19.0	38.1	42.9	0.0	57.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	172	100.0	43.7	39.7	11.3	5.3	25.8	No	Yes
Gender									
Male	97	100.0	43.4	39.8	10.8	6.0	24.1	N/A	N/A
Female	75	100.0	44.1	39.7	11.8	4.4	27.9	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	144	100.0	41.4	40.6	11.7	6.3	27.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	22	100.0	50.0	44.4	5.6	0.0	16.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	151	100.0	39.2	41.5	13.1	6.2	29.2	N/A	N/A
Disabled	21	100.0	71.4	28.6	0.0	0.0	4.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	172	100.0	43.7	39.7	11.3	5.3	25.8	N/A	N/A
English Proficiency									
Limited English Proficient	22	100.0	57.9	36.8	5.3	0.0	15.8	I/S	I/S
Non-Limited English Proficient	150	100.0	41.7	40.2	12.1	6.1	27.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	148	100.0	48.5	39.2	10.0	2.3	22.3	No	Yes
Full-pay meals	24	100.0	14.3	42.9	19.0	23.8	47.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	172	100.0	70.2	26.5	2.0	1.3	3.3
Gender							
Male	97	100.0	71.1	24.1	2.4	2.4	4.8
Female	75	100.0	69.1	29.4	1.5	0.0	1.5
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	144	100.0	69.5	26.6	2.3	1.6	3.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	22	100.0	72.2	27.8	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	151	100.0	66.9	29.2	2.3	1.5	3.8
Disabled	21	100.0	90.5	9.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	172	100.0	70.2	26.5	2.0	1.3	3.3
English Proficiency							
Limited English Proficient	22	100.0	78.9	21.1	0.0	0.0	0.0
Non-Limited English Proficient	150	100.0	68.9	27.3	2.3	1.5	3.8
Socio-Economic Status							
Subsidized meals	148	100.0	73.1	26.2	0.0	0.8	0.8
Full-pay meals	24	100.0	52.4	28.6	14.3	4.8	19.0

Social Studies							
All Students	172	100.0	53.0	39.1	6.6	1.3	7.9
Gender							
Male	97	100.0	53.0	38.6	7.2	1.2	8.4
Female	75	100.0	52.9	39.7	5.9	1.5	7.4
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	144	100.0	53.9	37.5	7.0	1.6	8.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	22	100.0	44.4	50.0	5.6	0.0	5.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	151	100.0	49.2	42.3	6.9	1.5	8.5
Disabled	21	100.0	76.2	19.0	4.8	0.0	4.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	172	100.0	53.0	39.1	6.6	1.3	7.9
English Proficiency							
Limited English Proficient	22	100.0	42.1	52.6	5.3	0.0	5.3
Non-Limited English Proficient	150	100.0	54.5	37.1	6.8	1.5	8.3
Socio-Economic Status							
Subsidized meals	148	100.0	56.2	38.5	4.6	0.8	5.4
Full-pay meals	24	100.0	33.3	42.9	19.0	4.8	23.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	54	100.0	28.0	34.0	36.0	2.0	38.0
	4	58	100.0	24.5	53.1	22.4	0.0	22.4
	5	63	100.0	33.3	50.9	15.8	0.0	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	49	100.0	23.3	48.8	27.9	0.0	27.9
	4	55	100.0	32.7	46.9	18.4	2.0	20.4
	5	68	100.0	44.1	40.7	15.3	0.0	15.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	54	100.0	32.0	60.0	8.0	0.0	8.0
	4	58	100.0	30.6	40.8	28.6	0.0	28.6
	5	63	100.0	35.1	52.6	12.3	0.0	12.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	49	100.0	37.2	44.2	16.3	2.3	18.6
	4	55	100.0	38.8	40.8	14.3	6.1	20.4
	5	68	100.0	52.5	35.6	5.1	6.8	11.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	54	100.0	58.0	36.0	4.0	2.0	6.0
	4	58	100.0	55.1	36.7	4.1	4.1	8.2
	5	63	100.0	71.9	22.8	3.5	1.8	5.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	49	100.0	67.4	30.2	0.0	2.3	2.3
	4	55	100.0	65.3	30.6	2.0	2.0	4.1
	5	68	100.0	76.3	20.3	3.4	0.0	3.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	54	100.0	52.0	42.0	6.0	0.0	6.0
	4	58	100.0	32.7	63.3	4.1	0.0	4.1
	5	63	100.0	54.4	36.8	8.8	0.0	8.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	49	100.0	46.5	46.5	7.0	0.0	7.0
	4	55	100.0	42.9	46.9	10.2	0.0	10.2
	5	68	100.0	66.1	27.1	3.4	3.4	6.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 363)				
First graders who attended full-day kindergarten	80.6%	Down from 90.9%	100.0%	100.0%
Retention rate	3.8%	Down from 6.3%	3.8%	2.8%
Attendance rate	96.1%	Down from 96.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.7%	0.0%	0.0%
Eligible for gifted and talented	6.4%	Down from 6.9%	3.8%	10.4%
On academic plans	59.0%	N/AV	48.9%	33.6%
On academic probation	28.6%	N/AV	2.4%	1.0%
With disabilities other than speech	3.2%	Down from 5.7%	7.2%	7.5%
Older than usual for grade	1.2%	Down from 1.5%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	72.4%	Up from 58.1%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.3%	N/A	5.1%	2.4%
Teachers with emergency or provisional certificates	3.8%	Down from 7.7%	2.9%	0.0%
Teachers returning from previous year	91.4%	Down from 91.5%	83.1%	87.3%
Teacher attendance rate	93.4%	Up from 92.9%	94.6%	94.9%
Average teacher salary	\$47,606	Up 17.7%	\$41,326	\$42,485
Prof. development days/teacher	14.1 days	Up from 7.6 days	14.7 days	13.3 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 17.3 to 1	16.3 to 1	18.6 to 1
Prime instructional time	87.5%	Down from 88.4%	88.4%	89.7%
Dollars spent per pupil*	\$7,968	Up 10.0%	\$7,752	\$6,557
Percent of expenditures for teacher salaries*	74.0%	Up from 73.9%	60.7%	64.0%
Percent of expenditures for instruction*	79.7%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In many ways, Arden Elementary made significant progress during the 2005-06 school year. Our School Improvement Council was recognized as one of the top five School Improvement Councils in South Carolina. The Arden Council received an Honorable Mention Award in the annual statewide Dick and Tunky Riley School Improvement Council Award contest.

Several of our faculty, staff, and students received recognition and awards. Three of our teachers wrote a proposal and were awarded a competitive teacher grant totaling almost \$6000 to infuse technology into the curriculum. One of our first graders was a third place winner in McDonald's 365 Black "Inspiration makes me..." contest. He received \$250 for this accomplishment. His teacher received a check in the amount of \$200 for mentoring of the student. Many of our students were winners in other contests, including the Visual Literacy Photography Contest, the Hunger and Homeless Awareness Week Poster Contest, Winter Holiday Art Contest and the Fair Housing Poster Contest.

Arden Elementary developed a five-year school renewal plan during the 2004-05 school year. We have implemented the activities in the plan and used more recent surveys and test results to determine our full range of staff development activities. The renewal plan indicated a need to offer more school-based staff development with diversified/content specific training. Our plans required us to improve home-school relations, also.

During the course of the year, the staff was provided staff development on the topics of math manipulative, vertical planning, streaming video, E-Chalk, Mentoring, and Math Solutions and we began orientation and staff development on features of the Classroom Walkthrough program. Our teaching staff continued to receive staff development in the area of research generated by the Institute for Learning and implemented principles of learning. The principles of learning that garnered most of our attention this year were "accountable talk" and "socializing intelligence."

Arden Elementary has challenges that we must meet in order to reach our goals. Our student body has become more diverse each of the last three school years. During the 2005-06 school year, English was not the native language of more than 17% of our population. Our first challenge was, and continues to be, to ensure that we develop a school climate in which all students feel safe, secure, and eager to learn. Another challenge is to continue improving home-school relations. To that end, we increased the number of parent forums and held parent forums in the morning and evenings in order to increase parent involvement and participation. We implemented Family Chess Nights in an effort to involve students, parents and staff. We have increased participation this year by mailing personal handwritten letters of invitations to parents of students at selected grade levels. A result has been an increase in attendance at parent forums when we have used this practice. We intend to continue this practice, as home-school communication is one area that we have seen improvement. We plan to continue to be aggressive in implementing strategies to improve our home-school communication. We expect to see improvements in academic achievement, school climate, and home school relations.

Raquel Dobbs, SIC Chair
Eugene George, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	57	69
Percent satisfied with learning environment	77.4%	82.1%	79.0%
Percent satisfied with social and physical environment	90.3%	75.0%	81.8%
Percent satisfied with school-home relations	40.0%	82.5%	79.0%

*Only students at the highest elementary school grade level at this school and their parents were included.